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Guidelines for planning a program for the utilization and career development of paraprofessional school personnel are presented. Five basic premises on which these guidelines are based are outlined in the opening section: that the involvement of paraprofessionals in a career development program within a school improves the classroom learning environment, increases home-school-child interaction, causes the development of increased social relevance in educational program planning, motivates the paraprofessional to increased competence and personal growth, and improves the quality of the total educational process. Composing the major portion of the document are sections (each containing a rationale) on specific action recommendations, including program planning; selection, recruitment, and placement of paraprofessionals; possible functions of paraprofessionals; career development for paraprofessionals (with educational requirements and job levels for advancement); training procedures for paraprofessionals emphasizing the need for continuing inservice education and joint training for teachers and the paraprofessionals with whom they work; and certification of paraprofessionals. A glossary of terms and an example of a career ladder are included. (SM)

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The State Education Department
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GUIDELINES

For Career Development of

AUXILIARY PERSONNEL IN EDUCATION

SP002621

Division of Teacher Education and Certification

First Edition June 1968

THE UNIVERSITY OF THE STATE OF NEW YORK

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GUIDELINES FOR CAREER DEVELOPMENT OF AUXILIARY PERSONNEL IN EDUCATION

The term "Auxiliary Personnel" is used to denote employees who, though lacking the traditional requirements for the education profession, perform auxiliary functions as defined by Webster's New World Dictionary, i.e. they "help, assist, and give aid and support to" the learning-teaching process. While this may not be the ideal term, it is more positive than "nonprofessional" or "paraprofessional" and more inclusive than "teacher-aide." The latter generally refers to the entry level alone, not to assistants and associates; and to only one type of educational function -- teaching -- not to other functions such as counseling, library services, home-school relations in which assistance is needed.

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FOREWORD

The appearance of auxiliary personnel in the classrooms is already widespread in New York State. These Guidelines are circulated to provide help to districts introducing the use of auxiliary personnel and to provide a basis for assessment in districts that currently employ auxiliary personnel.

Pertinence and relevance characterize these Guidelines. They can be used by school and community groups for study and developmental purposes. They provide specific recommendations for action. The New York State Plan for the Education Professions Development Act provides that these Guidelines will be used in reviewing proposals for programs to attract and train auxiliary personnel in education.

The Writing Group for the Guidelines was appointed following a State conference on the topic in December of 1967. Members of the group are identified on page 41. Their unflagging interest and insightful contributions are keenly appreciated by all those who will use this publication. Special recognition and appreciation must be given to the Chairman of the Writing Group, Gordon Klopf, Dean of Faculties, Bank Street College of Education, and to his capable and perceptive colleague, Garda Bowman, Program and Research Coordinator for the Study of Auxiliary Personnel in Education conducted by Bank Street College. They provided coordination, direction, support and editorial services.

Earle Flatt, Administrator of the Division's Teachers Reserve Office, ably represented the State Education Department in the Conference and in the preparation of this publication.

Alvin P. Lierheimer
Director, Division of Teacher
Education and Certification
June 1968

FIVE BASIC PREMISES

These Guidelines are based on five premises. There is increasing evidence in research and demonstration programs to support these premises. They are:

1. That the involvement of persons with a wide range of skills, training, experience, background, and potential may provide a better learning environment than the assignment of all educational tasks in a classroom to one person who, alone, must attempt to meet the individual needs of many pupils.

2. That participation in the learning-teaching process of persons from the neighborhood served by the school, particularly parents, may increase home-school-child interaction.

3. That broad community involvement in planning educational programs may contribute materially to the social relevance of such planning -- i.e. relevance to the needs, interests and real concerns of the school population.

4. That the opportunity of career development[1] for auxiliaries may serve to motivate them in two distinct but interrelated ways: (a) in terms of their personal growth and ability to cope with life situations; (b) in terms of their increased competence on the job.

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[1] "Career Development" means the establishment of an occupational track starting several steps below the professional level, with opportunity for step-by-step advancement. It presupposes fixed line items in the budget for each step as well as availability of the training required for movement up the career ladder to the first professional level and beyond.

5. That the establishment of a new career line for auxiliaries may foster career development for the total educational enterprise, with new leadership roles at various occupational levels and increased motivation for professional growth throughout the system.

These Guidelines present a recommended action program for improving the quality of education for all children and youth through the effective utilization of auxiliary personnel.

INTRODUCTION

These Guidelines are an effort to assist educators, parents, and community leaders as they ask not WHETHER but HOW auxiliary personnel may be utilized in the schools of this State.

With hundreds of thousands of auxiliaries employed by school systems throughout the country and more than ten thousand employed in New York City alone, it would appear that this new source of manpower is a fact, not merely an idea. There is little likelihood that it will suddenly disappear. Actually, the trend is toward more and more rapid escalation of the use -- and occasionally the misuse -- of this new and highly important human resource.

Commissioner Don Davies posed the question communities are facing in his first public address[2] after his appointment as Associate Commissioner for Personnel Development in the U. S. Office of Education, in these penetrating words:

> The introduction of auxiliary personnel into a school system may provide more individualized education for children and youth, may make possible a more flexible structure in the classroom, may make the job of teachers more manageable and productive, may serve to link school and community more closely, and may induce a reassessment of all the roles in education. On the other hand, auxiliaries may be introduced into a given school system without any of these effects. Auxiliary personnel are nobody's magic answer. Their potential contribution to the quality of education will not be realized automatically.

What, then, is needed in order to realize this potential as fully as possible in community after community in New York State? Specifically, what planning, what selection criteria,

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[2]Address before the Conference on Auxiliary Personnel sponsored by the Philadelphia Public Schools and Bank Street College of Education, April 18-19, 1968.

what possible functions for auxiliaries, what training both for auxiliaries and for professionals with whom they work, what kind of career ladder is needed so as to establish auxiliary personnel as true partners in the serving professions? Is some type of certification necessary or is it premature at this time?

In the following section on ACTION RECOMMENDATIONS, each of these issues is treated. The basic rationale for the suggested approach is given first in each instance, then an indication of possible variations in the adaptation to differing situations, and finally specific recommendations for the process of implementation.

ACTION RECOMMENDATIONS

PLANNING

Basic Rationale

Effective planning requires clear goal setting, first and foremost. It requires goals that are realizeable and also relevant to the needs, interests, and desires of the pupil population. It requires establishing a set of priorities. Finally, and most fundamentally, it requires the participation of all those concerned with career development in the schools.

One question often asked in the initial planning stages is: "What is the one overriding objective of the program: to create jobs for the poor or to improve the quality of education?" For any program in a school setting there can be only one answer: The prime concern is for the child as a learner. However, the child does not cease learning when he leaves the classroom. He is not one human being from 9 A.M. to 3 P.M. and a separate being for the remainder of the day. He is one person. His learning, growth, and development all stem from the totality of his life experience. Hence, the school cannot divorce itself from its social setting any more than the child can from his.

Those who prepared these Guidelines believe that even if there were no need for jobs for the unemployed and the underemployed, the inclusion of persons of widely differing skills, training, work experience, socio-economic background, and life histories on the school team may be of distinct benefit to the learner. Particularly in economically disadvantaged areas, the involvement of parents from the community, both on school boards and as employees, may have real meaning for the quality of education.

Some Variations

The recommendations listed below may be carried out to some extent in all school systems. Although more resources may be available in the larger urban districts,

sparsely populated rural areas may find ideas for adaptation. For example, the rural program may be developed on a county-wide basis, rather than school district by school district. The Advisory Board may be smaller. The preplanning phase may be less complex. However, the difference is one of amount rather than of kind. The same general approach may be followed.

Specific Recommendations

1. Pre-Planning

(a) That there be recognition of the fact that the initial thrust for such a program may come from various sources -- from one concerned individual, from an informal group of lay persons, or through a formal resolution of a teachers' union or a parents' association. The idea may originate in the school system, in an institution of higher learning, in a community action agency, or in a tri-partite committee representing these three groups. Whatever the source, a planning grant is helpful in drawing up a comprehensive plan including recruitment, selection, training, role development, and a career ladder which provides stable employment and opportunity for advancement.

(b) That there be self-orientation by the planner(s) at the outset, including review of literature in the field, visiting other such programs, and consultation with experts.

(c) That a survey[3] be made by an appropriate agency, such as: the bureau of

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[3]The Fingerlakes Region Supplementary Educational Center (Title III) conducted a survey of 26 school districts and four counties to determine the use of auxiliary personnel in the schools, the level of training that the auxiliary personnel have had and the need for additional training, and has developed training programs to meet the needs that were identified, i.e. in the areas of library aides, elementary classroom aides and audio-visual aides.

educational research in a large school system, a local institution of higher learning, or a research corporation. The survey may cover such items as: the learning needs of pupils; the educational tasks which must be performed to meet those needs; existing resources, both human and material; and the skills and knowledge required by those who will be performing each of the needed functions.

(d) That a tentative program be developed by the planner(s) to meet the learning needs which have been identified -- a program which is characterized by openness as to who will do what at each point in time and in each learning situation. The tentative program should indicate not only goals but proposed strategies.

(e) That the tentative program be interpreted to key people and their reactions sought. There follows a list of the type of person whose preliminary reactions might be important, although it should be borne in mind that any one of them might, in fact, be the planner: the superintendent of schools; the principals of schools where the program would operate; the dean of a local institution of higher learning; the presidents of parents associations, professional associations, and/or unions; members of the Board of Education; and director of the local CAP agency.

2. Planning

(a) That a School-College-Community Advisory Committee be appointed by the administrator of the sponsoring institution or the heads of cooperating institutions and agencies. Collaboration of schools, institutions of higher learning and CAP agencies in sponsorship is strongly recommended. The Committee should consist of a balanced group: school personnel at all levels, including auxiliary personnel; representatives of institutions of higher learning and other institutions and agencies with experience in training auxiliaries; and a

sufficient proportion of parents not employed in the school and other community representatives so that they have a sense of true participation. It is suggested that the Committee be organized to advise on this program, alone, rather than using an existing group which may give low priority to career development for auxiliaries. Not only the composition but the extent of commitment by the members are crucial in order to set a new program in motion.

(b) That the initial functions of the Advisory Committee, during the planning phase, be to assist in clarifying goals, identifying problems, and spelling out specific strategies to move toward the goals and cope with the problems.

(c) That sub-committees of the Advisory Committee be appointed by its chairman or co-chairman to explore specific problem areas, such as: funding, staffing, selection criteria for auxiliaries, and personnel policies with respect to the establishment of a career ladder.

(d) That a series of small, ad hoc meetings be held for interpretation to and involvement of appropriate groups, if such meetings appear to be necessary.

(e) That the tentative program be revised in the light of these discussions.

(f) That the proposed program be translated into a working plan of operation, when funds have been made available. Specific responsibility for the execution of the program should be assigned to an individual, or in larger school systems, to a career development unit or bureau. Such a unit might report directly to the Superintendent, or to the Director of Personnel or of Instruction.

3. Trial, Evaluation and Redesign

(a) That the first few months of the program be considered as a pilot operation.

(b) That program analysis be conducted with immediate feedback, leading to program modifications, if indicated. Feedback from research is valuable not only for the planners but as a tool for inservice training regarding roles and relationships.

(c) That the Advisory Committee be used during the trial period and thereafter as a mechanism for ongoing dialogue among the various groups concerned with career development for auxiliaries. It is essential that the recommendations of the Committee be given sincere and thoughtful consideration. Creative compromises are more likely to occur when there exist: balance of power, mutual respect, and willingness on both sides to give a bit.

SELECTION, RECRUITMENT, AND PLACEMENT

Basic Rationale

A key item in the working plan of operation is specificity about the kind of person needed to implement the objectives of the program. Selection, recruitment and placement policies will flow from this decision.

Another influential factor is the regulations of the funding agency, when sources other than the regular school budget are utilized. If anti-poverty funds are used, those employed must be at or below the poverty level. This does not mean, however, that a person should be employed simply because he is poor. He should also possess those personal traits which are deemed important in wholesome and constructive relations with children and youth. The frustrations and deprivations of poverty may deepen sensitivity in some persons and warp the personality of others. Therefore, not only are selection criteria significant but also selection procedures, so as to discover latent talent; to "screen in", rather than "screen out" those who have lacked opportunity or incentive to develop their potential, thus far; and to identify those human qualities which studies have shown are more likely to be predictive of success as an auxiliary than the number of years of schooling prior to employment.

Some Variations

The size and socio-economic level of the school community will affect the selection criteria, methods of recruitment, and placement of auxiliaries. In a small rural community, the budget for the whole school operation is so small, relatively speaking, that the addition of many auxiliaries would be out of proportion. Therefore, it may be necessary to place one service aide to provide clerical functions in each school and limit the classroom aides to kindergarten and the early childhood grades. This would affect the kinds of skills, interests and personal characteristics required of the candidates.

Moreover, in a small town, where people usually know one another fairly intimately, less formal recruitment and selection procedures would be appropriate.

In economically depressed areas, the employment of low-income auxiliaries from the neighborhood is crucial to establish a link between the school and the community. In more affluent areas, the low-income auxiliary may help to broaden the child's vision of the world and its people, by providing contact with someone of a different background.

Specific Recommendations

1. Selection Criteria

(a) That the applicant must be literate but that there be no academic requirements at the entry level. The question is sometimes raised as to whether the person who does not speak standard English will be a poor speech model for the child. Opinions vary but there is wide support for the contention that human interaction is more important in learning than didactic instruction. However, the grade level and the type of function to be performed should be taken into consideration in the decision as to academic requirements.

(b) That the applicant must meet the health requirements of the state and of the district for positions involving contacts with children and youth.

(c) That the applicant must be willing to abide by the rules of the school.

(d) That the applicant must appear to possess the personal traits and characteristics deemed necessary for wholesome and helpful relationships with children and youth.

2. Selection Procedures

(a) That selection procedures place heavy emphasis upon interviews, simple role playing procedures, and observations of applicants in action with children (if possible).

(b) That selection procedures minimize written tests, since some tests have been found to be culturally loaded, and since many low-income persons are less comfortable with the written word than with the spoken word.

3. Recruitment

(a) That special efforts be made to recruit male auxiliaries so as to provide a role model with which male pupils may identify and to balance the heavy representation of females in the schools. A difficulty which may arise is the resistance of males to working under female jurisdiction, and the image which many young males -- particularly drop-outs -- have of the school. Recruiting through the Veterans Administration may be helpful but will not solve the problems mentioned above, which require sensitive awareness and interpretation.

(b) That parents of children enrolled in the school be sought out so as to help in making the style of life in home and school more in harmony, thus preventing the necessity for the child to "flip back and forth from one climate to another each day." This may add to his security and his sense of being "at ease," and release him for learning. Parents who understand the goals of the school may help to interpret them to neighbors.

(c) That high school students be involved in a work-study program, which will lead to a diploma and also qualify them for employment as aides in the human services (education, health, social services, corrections, etc.) after graduation, i.e. a new type of vocational training.

(d) That school secretaries who have an interest in a more direct involvement in the learning-teaching process be recruited for positions at the associate level where salaries would be comparable with those which secretaries command. (See Career Development page 28.)

(e) That students in senior and junior high school be utilized in tutorial work with younger children, even when a work-study program is not possible. These are not "auxiliary personnel" as defined in these Guidelines, since such students are not employed, but they do "help, assist, give aid and support to" the learning-teaching process. It has been found that slow readers who have reached high school level often show remarkable progress in their own reading ability when they teach reading to children in the first, second and third grades.

(f) That volunteers, particularly parents, may have special skills and interests which they could share with the children. They, too, are not technically "auxiliaries", since by definition they are not employed. Sometimes difficulties arise when some persons are paid and others are not paid for doing the same thing. The distinction is that employees must make a full-time commitment which volunteers are unable or unwilling to do. Tactful interpretation of this difference is necessary.

4. Placement

(a) That careful teaming of professionals and auxiliaries be made with understanding that placements are not necessarily permanent. If it is made clear that a certain number of changes are expected, they can be carried out without hurt feelings when personalities appear to clash.

(b) That the desire or lack of desire of professionals for participation in the program should be considered, wherever possible.

(c) That the auxiliary, after a period of preservice training which includes a practicum experience in several roles, be given an opportunity to choose the particular role he would like to perform, such as: classroom aide, general school aide, library aide, counselor aide, home-school partner. Specialized training in the role he has chosen would ensue. An alternate method is to recruit specifically for each role. In some situations this may be preferable to a deferred choice of role.

(d) That final placement follow a period of actual work experience on a trainee or probationary basis. It is important that, if lateral transfer is indicated (i.e. from one type of aide category to another -- such as classroom aide to library aide or to general school aide), choices be made available among several other meaningful activities. If, after mutual exploration of the possibilities, employment outside the school system appears the best course of action, vocational counseling and placement assistance are essential. For the low income person, particularly, it is more shattering to raise hopes which end in frustration, than to have no hopes or expectations. This does not mean that all who attempt to become classroom aides will be effective in that capacity. However, it does mean that there is an obligation of the employing institution to give the person who has been motivated to self development every chance to find meaningful employment of some kind.

(e) That a classroom aide should work with one or at most two teachers. There is little hope of a team approach or of effective utilization of the services of a person whose work is scattered and diffuse. The teacher who knows an aide is to be with him for only a few hours a week saves a routine task for that period and there is no relationship to the pupils nor involvement in the learning-teaching process. On the other hand, the teacher who expects an aide for at least half a day every day, has an opportunity to plan with his helper for varied and creative activities.

(f) That a coach-counselor-coordinator be assigned to each school where a considerable number of auxiliaries are working. He would supervise and serve as advocate for the auxiliary and also provide liaison with school authorities.

(g) That time be scheduled within the school day for each professional-auxiliary team to review their experiences and plan together.

(h) That the right of incumbents to advancement be protected as new projects with new types of recruitment and placement are initiated.

(i) That each principal recognize, accept and exercise his central role in articulating an effective team operation within his school -- a team which includes auxiliaries as an integral part of the whole. It is the principal's understanding and interpretation of programmatic goals as well as his support and encouragement which make possible new roles, new relationships, and new approaches in education.

POSSIBLE FUNCTIONS OF AUXILIARIES

Basic Rationale

If, as suggested in the section on Planning, there is an openness regarding the question of who will do what and when, functions will not be assigned to auxiliaries on the basis of rigid job descriptions. Rather, functions will be assigned primarily on the basis of the pupils' needs in each learning situation with the emphasis on what must be done, rather than on the status and rank of those who do it. This is the essence of a team approach. Naturally, the contribution each person on the team is capable of making at that particular point in time will also be taken into consideration.

Job descriptions for auxiliaries may be necessary to set limits -- i.e. a floor and a ceiling to what auxiliaries may do -- so as to prevent their underutilization or overutilization. Underutilization may be illustrated by the case of a teacher who would say to the assistant: "Wait over there until I have an errand for you to do." Overutilization may be illustrated by a teacher who abdicates and lets the auxiliary "take over". The same extremes should be avoided in other areas such as counseling and library service.

The thrust of these Guidelines is toward a balanced utilization of the auxiliaries. It is urged that part of their time be assigned to helping with routine tasks which make the job of the professional more manageable (i.e. manipulating things such as bulletin boards or typewriters) and that an increasingly large proportion of their time be assigned to tasks which directly support the learning-teaching process, (i.e. individual tutoring or small group work with pupils). It is in direct pupil contacts that the auxiliary's contribution as a link between home and community may be realized. These contacts may also provide the motivation to pupils which results from role models of their own background. The secure professional perceives such auxiliary-pupil contacts as an asset, not a threat.

The professional in each situation is ultimately accountable for the learning that takes place (or does not take place) and for the services that are rendered. Introduction of auxiliaries adds a new dimension to this highly important role. The professional, as the team leader, must interact with adults as well as with children and youth. He must organize to meet the pupils' needs instead of attempting to meet them alone. Therefore, the introduction of auxiliaries into the school requires a reassessment of all roles, with emphasis upon the common goal rather than upon the personal gratification team members derive from doing their own part of the job.

Hence, when general guidelines have set the limits, the professional to whom an auxiliary has been assigned should have the freedom to experiment and to develop appropriate functions for his assistant at each stage in an ongoing process. Pupil needs may change. The capacity of auxiliaries to perform productively may grow. The professional himself may become more comfortable in his dual role of leader and teacher. The support given by the administration to the utilization of auxiliaries may increase. Therefore, constant review and evaluation are needed of the team endeavor and of the contribution each auxiliary may be encouraged to make to the learning-teaching process. This requires continuing communication among all members of the team.

Some Variations

The range of potential among the auxiliaries, themselves, is great. In small, rural communities where there are relatively few opportunities for self development (such as access to museums and well stocked libraries, as well as participation in training programs for auxiliaries), there may be a need for more patience in the evolution of the auxiliary as one who contributes directly to the learning-teaching process.

The age level of the pupils is another variable to be considered in the assignment of tasks. In pre-school and kindergarten, the auxiliary and the teacher appear to

be doing the same things. Outwardly this is true. However, the teacher is primarily responsible for structuring the environment, analyzing how each child behaves within that environment, and then restructuring the situation to serve the interests, goals, desires and strivings of individual children. The teacher also is trying to strengthen their cognitive and social skills. This requires a sensitive understanding of how children express their ideas through play, so as to harness their strivings to a task which they recognize as worth doing and which will at the same time contribute to their development.

In working with older children, the difference between the role of the teacher and the auxiliary is more obvious. There is more emphasis on content in intermediate and secondary schools. The teacher presents new material. The auxiliary may assist in the process of reinforcement. Particularly in language laboratories and in computerized education (when used to supplement the teacher's role) the auxiliary may provide the personal assistance which is so vital in an otherwise mechanized operation.

The tendency in high schools is to utilize auxiliaries primarily as general school aides or service aides: i.e. to perform clerical services, hall duty, lunch room duty and the like. Certainly, such routine tasks should be <u>part</u> of the auxiliaries' repertoire of skills. It would be ironic, indeed, if professionals were asked to perform all the less rewarding tasks so as to free the auxiliaries for direct contact with the pupils, thus losing the opportunity for teacher-pupil interaction. Moreover, there does exist some limited opportunity for auxiliaries to establish relations with children in an office as well as in a classroom.[4] Particularly in high tension areas of the inner city, hall duty is a delicate, difficult and highly important operation.[5] Those who are

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[4]A follow-up study of trainees in a Summer Institute conducted by New York University revealed that the trainees, who had studied human relations, established helping relations with individual children, even when assigned exclusively to offices and hallways.

[5]In Detroit, hall duty by auxiliaries in some of the junior high schools in riot-torn areas proved most valuable.

alert to the tremendous possibilities in this new human resource, have provided opportunities -- even at the lowest job category -- for meaningful contacts with pupils so that auxiliaries may have a sense of contributing directly to the educational goals of the schools, rather than contributing only indirectly, by freeing others to do their work more productively. The dual role of the auxiliary (task-oriented and pupil-oriented) seems possible, even at the secondary level.

Two other important variations are (1) the rigidity of the school system, and (2) the extent of its commitment to economic, social and racial integration. The more openness there is to change the more rapid will be the development of new roles.

Specific Recommendations

1. That the types of functions assigned to auxiliaries include:

(a) Assistance in the learning-teaching process (such as: helping the slow learner at his seatwork; listening to a pupil tell a story; interesting a restless pupil in some available activity; taking charge of a small group which is working on a special project assigned by the teacher; talking quietly to a pupil who is upset.)[6]

(b) Home-School interaction (such as: visiting parents of children who are new to the school to welcome them to the school community; talking with parents about the school's goals and how they can relate this information to the children's

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[6] These were among the functions of the auxiliary deemed most important in a Summer Institute conducted by the University of California at Riverside, in which the objectives of the Institute were to help auxiliaries "listen, relate, support, inspire, and serve as 'trouble-shooters'."

homework;[7] listening to parents who wish to say what they feel about their child's education and what they expect or want from the school; answering calls from parents and greeting those who visit the school; giving simple information which may be requested by parents, or referring them to the appropriate person within the school in response to more complex requests; helping to plan and organize parents' meetings.)

Note: It is important that information about the home situation which may affect the child's adjustment in school be reported to the appropriate person -- teacher, counselor, etc.

(c) Assistance to the counselor (such as: greeting persons who come to the counselor's office and making appointments, if necessary; talking to parents of children who have been absent or to such children and their parents together; listening to children who have been sent to the counselor's office because the teacher believes they are too upset to remain in the classroom, and perhaps involving them in some diverting activity while waiting for the counselor.)[8]

(d) Library assistance (such as: helping children find books and other materials; helping them look up information in a book; reading stories to a group of children; filing and cataloguing books.)

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[7] It is recommended that home-school visitors spend some time in the classroom so that they may understand and hence interpret goals of the school more effectively.

[8] In Berkeley, California, a "cooling-off" room staffed by auxiliaries was set up where children who appear to disrupt the classroom may have some individual attention and interesting activities.

(e) Assistance in language laboratories and computerized instruction[9] (such as: helping children for whom English is a second language; explaining to children the operation of machines and other forms of programmed instruction; helping pupils understand their own learning needs as revealed by the machines.)

(f) Assistance in special programs in art, music, theatre and social studies (such as: using the skills of auxiliaries who are gifted in music and painting; conducting field trips to museums, walks around the community, and visits to local hospitals, police stations and fire stations; collecting materials for special projects and experiments.)

(g) Research assistance (such as: interviewing pupils and neighborhood persons with tape recordings; tabulating simple data.)

(h) General school services (such as: typing; running a duplicating machine; filing; preparation of materials and displays; keeping health and attendance records; checking supplies; checking playground equipment for safety; operating equipment such as film projectors, slide projectors, tape recorders; taking charge of pupils on various occasions, such as during lunch, in hallways, on the bus; assisting in preparation of food.)

2. That both professionals and auxiliaries share in planning the functions each will perform at the outset, as well as the shift and change of functions as the competence of the auxiliary increases. Although the decision rests with the professional, an openness to the ideas of the auxiliary is crucial.

3. That the functions assigned to auxiliaries not include any which could productively be performed by pupils.

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[9]Bi-lingual reading assistants in the lower East Side of New York worked with children from Puerto Rico and Oriental children, with the result that some who had never joined in class discussion before began to participate, and some who had never spoken of school at home, who had, in fact, avoided the subject when questioned, would talk about school with their parents.

TEAM TRAINING

Basic Rationale

If the team operation referred to in the previous section is to work out in actual practice, team training is essential. This approach goes far beyond what is known as "team teaching", i.e. the cooperation of more than one certified teacher in the instruction of a given group of pupils.

The school team, as perceived in these guidelines, ideally includes all who influence the child's growth and development. Parents as well as classroom teachers; other professionals[10] such as counselors, social workers, and curriculum specialists; the custodian as well as the principal; and particularly other pupils all affect the child's learning and his ability to cope with life situations.

It is not possible to provide training for such diverse groups together, but it is possible to offer joint training to professionals and the auxiliaries with whom they work. This idea seems puzzling, at first, to many, who ask: "How can you train teachers and auxiliaries <u>together</u> when they start at such different levels?"

This problem is resolved in team training by providing some separate and some joint training programs. In their separate training, the auxiliaries start at a more elementary level. The joint training is addressed to the question of new roles and relationships, as persons of widely differing skills, knowledge, experience and potential are asked to work as partners in the learning-teaching process. To establish a climate in which each may contribute in his own way toward their common goals requires that each professional-auxiliary have a chance to function together within an actual school setting; to see what happens; to study why it happened; to change their own behavior (i.e. that of the team members) or the situation,

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[10]Professionals who do not teach in the classroom are usually referred to as "ancillary personnel."

or both, as may appear to be indicated; to try again; to review the new situation; and gradually, through many cycles of experimentation, analysis, and adjustment, to move together toward goals that become progressively clearer and more significant for every member.

This is the essence of team training. It is based on a real situation. It extracts principles from shared analysis of practice. It requires adequate time, freedom of expression, respect for one another, and competent supervision. It is, in a sense, joint planning, but it is planning in a context of learning.

Some Variations

In small communities where there is no local institution of higher learning, the team training described in this section of the Guidelines would, of necessity, be inservice training provided by school personnel. In larger communities, an integrated staff, combining school personnel and faculty of institutions of higher learning, is viewed as ideal. The school people may help to make the training relevant to the actual situation. The college faculty may help to stretch the perceptions of what is possible. Moreover, the cooperation of an institution of higher learning makes academic credit toward a degree possible -- toward an A.A. or a B.A. for the auxiliary, and toward an M.A., P.D., Ed.D. or Ph.D. for the professional.

The recommendations which follow refer to a situation where school-college cooperation is possible. For communities situated too far from an institution of higher learning for year-round collaboration, summer institutes and weekend retreats may have to be substituted. In some cases, a training project may provide preservice and/or inservice training for many school districts.[11]

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[11] In Syracuse, for example, the Semi-Professional Training Project provided job-related skill training for 96 auxiliaries during 1967-68 and is concentrating on communication among administrator, teachers and auxiliaries to facilitate institutionalization for the next school year. The Project served 15 school districts -- urban, suburban and rural.

Specific Recommendations

1. That, wherever possible, employment precede training, so that programs will be geared to help those who are or will be working together to increase their competence and their cooperation, rather than to prepare unplaced persons for positions which may or may not be possible, in the end.

2. Tha training should be given to both auxiliaries and the professionals with whom they work.

3. That training include preservice training and continuing inservice training. The latter should include both training which will improve competence at the present level and also training which will enable those who wish to, to rise to a higher level within the school system. It is important that training leading to possible promotion be available but not compulsory. The dignity of all work should be recognized and the wishes of those who prefer to remain at the entry level be respected.

4. That training for increased competence at the present level be on released time, while training leading to possible promotion be with stipends for courses after school hours or on released time, or both.

5. That academic credit toward degrees be given for supervised work experience, and that life experience be taken into consideration as well as previous academic training in the entrance requirements for institutions of higher learning.

6. That such a work-study approach constitute a special auxiliary program with a curriculum tailored to the specific needs of these learners rather than a mere catalogue of courses, currently given by the institution of higher learning, which appear to have some relevance to the needs of the learners.

7. That tuition be covered by special grants or fellowships, or by contributions from local anti-poverty funds.

8. That training be available all the way from eighth grade certification to professional certification, so each auxiliary may enter such training at any point for which he is qualified and discontinue at any point which appears to him as the limit of his ambition. Transfer of credit from two-year to four-year colleges should be assured so that articulated training all the way to the professional level would be possible without the necessity for repeating course work.

9. That theories be drawn from an analysis of actual experience either in a practicum (for training prior to employment)[12] or on-the-job.

10. That not only the instructional staff be representative of both the school system and the institution of higher learning, but that school-college cooperation also be furthered by having some of the courses given on-site and some on-campus.

11. That the need to motivate those who return to a learning situation as adults be recognized as well as the home pressures and demands upon parent-trainees. Therefore the time required for securing a degree should be as short as possible (through credit for supervised work experience) and financial aid should be provided through stipends and free tuition, wherever possible.

12. That training for the new team approach be available with all members of the team participating for at least part of the program: i.e. administrators, supervisors, teachers, ancillary personnel (such as counsellors, librarians) and auxiliary personnel. Confrontation of problems in small interaction groups of professionals and nonprofessionals together may help to clarify new roles and relationships. A free, unstructured give-and-take is needed, if people of different backgrounds are to "level with one

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[12]Training prior to employment is not recommended because of the danger of training for jobs that don't exist in the end. However, it cannot be ruled out as a possibility. It should be geared to current job possibilities with commitment by the local employing institution to hire those who satisfactorily complete the training program.

another." This kind of discussion or group counseling may not only lead to mutual acceptance but also aid the staying power of auxiliaries. When a coach is assigned to each school where a considerable number of auxiliaries are employed, as indicated under "Placement" above, he may play a key role in this supportive training.

13. That pupils and parents, too, be given orientation so they will understand and accept those who lack the traditional qualifications for work in the schools as a contributing member of the team.

14. That separate training for auxiliaries be provided in such areas as: man and his relationship to society, human growth and development, and the school as an institution; as well as job-related skill training of a more specialized nature, and remediation in the basic communication skills, if needed.

15. That separate training for teachers be provided on effective utilization of auxiliaries to support the learning-teaching process, as well as an interpretation of the new and expanded role of the teacher as one who interacts with other adults as well as with pupils -- i.e. the "teacher-leader" concept.

16. That the training program be viewed in relation to social problems of our day, with particular reference to the need for active involvement of low income groups in decisions and action which affect their own destiny.

CAREER DEVELOPMENT

Basic Rationale

If auxiliary personnel are to become a stable and accepted part of the school system rather than merely a temporary addition, the jobs, not the people, should be institutionalized. This means the establishment of an occupational track, with budgetary provision for each step in the career ladder. There should be gradually increased responsibility and decreased supervision. The steps leading to the professional level and beyond may include:

	Title	POSSIBLE Educational Requirements[13]
(1)	Trainee	None
(2)	Aide	Elementary school diploma or satisfactory equivalent
(3)	Assistant	High school diploma or equivalency through examination or some acceptable program of comprehensive training[14]

[13]This model is based primarily upon the career ladder that has been developed in New York City, which is presented in more detail in Appendix C. In that city in April, 1968, 240 aides were receiving training toward high school equivalency and 828 assistants were enrolled in a college course leading to an A.A. degree.

[14]Programs such as Women's Talent Corps in New York City have educated and trained non-high school graduates to perform effectively as auxiliaries in both classrooms and guidance offices. Graduates of the WTC program with or without high school diplomas are employed in elementary and junior high schools as teacher assistants and guidance assistants.

Title	POSSIBLE Educational Requirements
(4) Associate	A.A. degree or 60 college credits and one year of service as educational assistant
(5) Apprentice or Student Teacher	90 college credits and two years of service as an educational assistant
(6) Teacher	Professional certification
(7) Training Coordinator (Usually a master teacher assisted by an auxiliary-trainer)[15]	Qualifications based primarily on job performance rather than on academic requirements

There should be decisions as to the academic and other requirements for movement from one level to another. An overall plan is needed to coordinate the various areas in which auxiliaries are utilized, such as: instruction, guidance, home-school interaction, library, and general school services. Comparable working conditions and compensation are needed in all these areas.

Some Variations

Until very recently, career development appeared to be the program element least in evidence throughout the country and yet most crucial to the effectiveness of auxiliary personnel. Today, a change is evident. Some large cities such as New York, Minneapolis, and Los Angeles have a step-by-step plan of career development with training available at each step to make upward mobility possible. Smaller cities are beginning to set up the second rung on the ladder -- i.e. assistant. The variations depend not only upon the size of the operation, but even more on the degree of community acceptance.

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[15] An auxiliary who helps to train other auxiliaries.

Specific Recommendations

1. That local boards of education give proper attention to problems of establishing fixed line items in the budget for each occupational level, alternate routes within and from nonprofessional to professional roles, annual salary, tenure, increments, social security, fringe benefits, and availability of training for advancement on a work-study basis.

2. That even at the entry level, the jobs be meaningful in terms of the basic goals of education.

3. That there be recognition of and respect for the dignity and validity of every task at every level.

4. That career ladder motivation be built into every program, with recognition of the resistance of adults to continuing education, and the hiatus in the learning experience for many of the auxiliaries.

5. That efforts be made to apply the concept of career development to the total educational enterprise.[16]

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[16]The Fingerlakes Region Supplementary Educational Center proposes during the 1968 school year to sponsor a program in nine school districts under which teachers, administrative personnel and auxiliary personnel will be grouped as teams. The teams will consist of an administrator, a superior teacher, two beginning teachers, two teacher associates and two aides. The purpose here will be to present a new team approach and to provide career development up to and beyond the professional level.

EXPLORING THE NEED FOR CERTIFICATION OF AUXILIARY PERSONNEL

Basic Rationale

Certification as it is generally conceived and practiced at this time does not appear to be applicable to auxiliary personnel. When accreditation or licensing is developed, it should be realistic in terms of task differentiation so as to provide security without rigidity and closure.

Specific Recommendations

1. That positions classified as auxiliary personnel remain under the jurisdiction of the State Education Department.

2. That sufficient time be provided for further and extended study of the ways in which auxiliary personnel are being used and for the continued examination of role differentiation.

3. That consideration be given to a variety of ways of establishing potential job competence and achieving mobility, such as: evaluation by peers, formal course work for credit or non-credit, emphasis upon demonstrated competence on the job and standards of performance, rather than traditional methods of credentialing.

EVALUATION AND PROGRAM ANALYSIS

Basic Rationale

Evaluation and program analysis should be built into each program, with a view to programmatic improvement, as needed, and to justify program expansion, where indicated.

Some Variations

The scope of the design will vary with the availability of funds. A sophisticated research design requires adequate support, either through a grant which will permit a sub-contract with a research corporation, or through the cooperation of an institution of higher learning, or from the research division in large city systems. It is often advisable to have an outside group conduct the program analysis, but the impressions of those responsible for the program should become part of the data.[16]

Specific Recommendations

1. That a coordinating mechanism be established to obtain data from individual programs that provides feedback and evidence in regard to the broad objectives. It is recognized that individual projects will vary in regard to their emphases.

2. That evaluation processes specify the objectives of the program, the techniques and procedures to be used for data gathering, and the personnel who will be involved in the evaluational processes. Such processes should be made explicit regardless of whether such programs be at initial, exploratory stages or further along in their development. There should be provision for continuing revision of objectives and program in the light of the findings.

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[16]An instrument for a minute-by-minute check of teacher behavior and simultaneous auxiliary behavior in a classroom has been devised by Karl Openshaw and applied in several demonstration projects developed and studied by Bank Street College of Education.

3. That the processes for evaluation include a variety of procedures such as interviews, questionnaires, testing, and, in particular, procedures for process analysis. That such evaluation processes be scheduled periodically and not restricted solely to pre- and post-testing.

4. That all the participants in the program including the auxiliaries, teachers, parents, and administrative personnel be involved in the evaluational process.

5. That the results of the evaluation process be fed back to the participants in the program as an integral part of the inservice program, so as to encourage self-evaluation, objective analysis as to outcome, and recommendations for programmatic change and improvement.

SUMMARY OF RECOMMENDATIONS AS RELATED TO BASIC PREMISES

Premise #1

> "That the involvement of persons with a wide range of skills, training, experience, background, and potential may provide a better learning environment than the assignment of all educational tasks in a classroom to one person who, alone, must attempt to meet the individual needs of many pupils."

In order to involve persons with a wide range of skills, training, experience and background in the learning environment in such a manner as to realize their maximum potential, the following practices are highly recommended:

(1) That the role of auxiliaries be two-fold, including both (a) sharing of routine tasks, and (b) providing personalized attention and assistance to pupils.

(2) That there be team training of auxiliaries and the professionals with whom they work, part of such training to be for each group separately and part of it for auxiliaries and professionals together, as they develop new roles and relationships.

(3) That training include preservice orientation of all concerned including administrators, parents and pupils, as well as inservice training which is continuing, comprehensive, and available on a work-study basis.

(4) That role definition should not be so rigid as to preclude role development. Role definition may provide limits, but within those limits there should be flexibility so that each professional-auxiliary team may develop roles which fit their particular situation.

(5) That time be scheduled for each professional-auxiliary team to review their experiences and plan together.

(6) That a coach-counselor-trainer-supervisor be appointed to be responsible and accountable for the auxiliary program in each school where a sizeable number of such personnel are employed. The role of the coach would be to develop both the program and the people involved in it, to handle administrative matters, to provide liaison between the auxiliaries and the school authorities, to handle grievances, and generally to serve as the advocate of the auxiliary within a given school.

(7) That each principal recognize, accept and exercise his central role in articulating an effective team operation within his school -- a team which includes auxiliaries as an integral part of the whole. It is the principal's understanding and interpretation of programmatic goals as well as his support and encouragement which make possible new roles, new relationships, and new approaches in education.

Premise #2

> "That participation in the learning-teaching process of persons from the neighborhood served by the school, particularly parents, may increase home-school-child interaction."

To encourage meaningful participation in the learning-teaching process by persons from the neighborhood served by the school, particularly in disadvantaged areas, it is recommended:

(1) That selection criteria and procedures be designed to discover latent talent; to "screen in", rather than "screen out" those who have lacked opportunity and/or incentive to develop their potential thus far, and to identify those human qualities which studies have shown are more likely to be predictive of success as an auxiliary than the number of years of prior schooling.

(2) That, although those who are employed with anti-poverty funds must be at or below the poverty level, a person should <u>not</u> be employed simply because he is poor but only if he appears to possess those personal traits

which are deemed important in wholesome and constructive relations with children and youth. This recommendation is consistent with the primary goal of any educational program, i.e. to improve the quality of education.

(3) That parents of children enrolled in the school be sought out as potential auxiliaries so as to help in making the style of life in home and school more harmonious, help the parents in understanding and contributing to the school's educational goals for children, help school people understand how parents view the school and also discover more about the children's learning needs, and finally, facilitate communication between the school and other parents in the community.

Premise #3

> "That broad community involvement in planning educational programs may contribute materially to the social relevance of such planning -- i.e. relevance to the needs, interests and real concerns of the school population."

To achieve broad community involvement in planning, it is recommended:

(1) That a School-College-Community Advisory Committee be appointed by the administrator of the sponsoring institution(s) of every auxiliary program, to advise on this program alone, rather than using an existing group which may give low priority to career development for auxiliaries.

(2) That such a committee include school personnel at all levels, including auxiliary personnel; representatives of institutions of higher learning and other institutions, agencies or projects which offer comprehensive training programs for auxiliaries; and a sufficient representation of parents not employed in the school and of community representatives so that they have a sense of true participation.

(3) That the initial functions of such committees be to assist in clarifying goals, identifying problems, and spelling out specific strategies to move toward the goals and cope with the problems.

(4) That the committees serve thereafter as a mechanism for continuing dialogue among the various groups concerned with career development for auxiliaries.

(5) That the recommendations of such committees be given sincere and thoughtful consideration in a climate wherein there exist: (a) balance of power, (b) mutual respect, and (c) a willingness on both sides to give a bit -- the essentials of successful negotiation.

Premise #4

> "That the opportunity of career development for auxiliaries may serve to motivate them in two distinct but interrelated ways: (a) in terms of their personal growth and ability to cope with life situations; (b) in terms of their increased competence on the job."

In order to motivate auxiliaries toward personal growth and increased competence on the job, it is recommended:

(1) That an occupational track be established for auxiliaries with fixed line items in the budget for each occupational level, alternate routes from nonprofessional to professional roles, annual salary, tenure, increments, social security, fringe benefits, and the availability of training on a work-study basis leading to advancement.

(2) That upward mobility be possible for those who have the ability and the desire to advance on the job, but not compulsory. There should be recognition and respect for the dignity and validity of every task at every level. Even at the entry level, jobs should be meaningful in terms of the basic goals of education.

(3) That an overall plan be developed, so that working conditions and compensation will be comparable in all areas where auxiliaries are utilized, such as: instruction, guidance, home-school interaction, library, and general school services.

(4) That the right of incumbents to promotional opportunity be protected, when new programs and new recruitment procedures are instituted.

Premise #5

> "That the establishment of a new career line for auxiliaries may foster career development for the total educational enterprise, with new leadership roles at various occupational levels and increased motivation for professional growth throughout the system."

To foster career development for the total educational enterprise, it is recommended:

(1) That the concept of career development be accepted as an overall objective in education, not limited to any one group or category of school personnel.

(2) That planning in depth be instituted so as to move toward that objective.

GLOSSARY OF TERMS

For the purposes of these Guidelines, the following definitions pertain:

Aide means the first or entry-level position for auxiliary personnel -- "entry" in the sense of entering a new career at the lowest level.

Ancillary Personnel means professionals, other than classroom teachers, who provide specialized educational services -- such as counselors, librarians, curriculum specialists.

Assistant means the second level position for auxiliary personnel, with higher requirements, more responsibility, and less supervision.

Associate means the third level position for auxiliary personnel, with proportionate increase in requirements and responsibility and appropriate decrease in supervision.

Auxiliary means an employee of a school system who, though lacking the traditional requirements for the education profession, performs auxiliary functions as defined in Webster's New World Dictionary, i.e.: to "help, assist, and give aid and support to" the learning-teaching process. Such school personnel may be at the aide, assistant or associate level, so that "auxiliary" is the umbrella term covering various levels of job classification. It also covers various areas of activity, such as assistance in the classroom, library or counseling office.

Auxiliary Personnel is the plural of auxiliary.

Auxiliary-trainer means a special assignment -- i.e. utilyzing a highly qualified auxiliary as part of a training team to train other auxiliaries.

Career Development means the process whereby employees at each occupational level are enabled to move laterally, diagonally or vertically within the system with appropriate training available at each level. This term refers to all employees, not only to low-income and minimally trained employees.

Career Ladder means the formalization of budgetary and personnel procedures to provide sequential stages of occupational development. It is literally the employment aspect of career development, but the term is frequently used as if it were synonymous with the whole process.

Diagonal Transfer means a transfer from one area of educational function to another at a higher occupational level (i.e. teacher aide to library assistant).

Lateral Transfer means transfer from one area of educational function (such as instruction, guidance, library services, home-school relations) to another at the same occupational level (i.e. teacher-aide to library aide).

Vertical Transfer means upward movement to a higher occupational level within the same area of educational function (i.e. teacher-aide to teacher assistant).

Work-Study Program means training based on two principles: (1) stipends or released time for training, and (2) academic credit for work experience.

APPENDIX A

THE WRITING GROUP

The following persons were requested by the State Education Department to analyze, reorganize and augment the recommendations of the Work Conference on Career Development of Auxiliary Personnel in Education held December 12-13, 1967. These Guidelines are the outcome.

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APPENDIX B

TEAM CAPTAINS AND TASK GROUP LEADERS FOR THE NEW YORK STATE WORK CONFERENCE ON CAREER DEVELOPMENT OF AUXILIARY PERSONNEL IN EDUCATION

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APPENDIX C

AUXILIARY EDUCATIONAL CAREER PROGRAM
THE CAREER LADDER CONCEPT

N.Y.C. BOARD OF EDUCATION

TITLE-SALARY	QUALIFICATIONS	TRAINING	JOB DESCRIPTION
** APPRENTICE-INTERN-TEACHER	TEACHER-3 yrs. college (90 credits) 2 years as Educational Assistant	Includes initial service (orientation), on-job (in-service) and after-service training sessions	Assists in instruction of assigned class or classes
** ASSOCIATE EDUCATIONAL	2 yrs. college (60 credits) 1 year as an Educational Assistant	Includes initial service (orientation), on-job (in-service) and after-service training sessions	Assists teacher in classroom instructional activities
AUXILIARY SPECIALIST AUXILIARY TRAINER $3.50 per hour	High school diploma or high school equivalency and prior experience and training	Includes initial service (orientation), on-job (in-service) and after-service training sessions	Auxiliary Trainer - assists the Area Training staff with all training activities for auxiliary personnel
PARENT PROGRAM ASSISTANT $3.50 per hour	High school diploma or high school equivalency and prior experience and training	Includes initial service (orientation), on-job (in-service) and after-service training sessions	Parent Program Assistant - functions as liaison with parents, school and community. Assists Family Assistant and Family Worker in carrying out their duties
ASSISTANT FAMILY ASSISTANT $2.25 per hour $2.50 per hour	High school diploma or high school equivalency and prior experience and training 60 college credits or previous experience in the title	Includes initial service (orientation), on-job (in-service) and after-service training sessions	Family Assistant - functions as liaison with parents, school and community
EDUCATIONAL ASSISTANT $2.25 per hour $2.50 per hour	High school diploma or high school equivalency 60 college credits	Includes initial service (orientation), on-job (in-service) and after-service training sessions	Education Assistant - assists classroom teacher with monitorial, clerical, and instructional tasks

APPENDIX C (cont.)

AUXILIARY EDUCATIONAL CARRER PROGRAM
THE CAREER LADDER CONCEPT
(continued)

N.Y.C. BOARD OF EDUCATION

TITLE-SALARY	QUALIFICATIONS	TRAINING	JOB DESCRIPTION
AIDES			
*SCHOOL $1.75- $1.95 per hour	Elementary school diploma or satisfactory equivalent	In accordance with prevailing methods of training	In accordance with contracted guidelines
TEACHER AIDE $1.75 per hour	Residence Elementary school diploma	Includes initial service (orientation), on-job (in-service) and after-service training sessions	Teacher Aide - assists classroom teacher with monitorial and clerical tasks
FAMILY WORKER $1.75 per hour	Residence Elementary school diploma	Includes initial service (orientation), on-job (in-service) and after-service training sessions	Family Worker - visits homes, assists families, escorts children,etc. etc.
TRAINEE Stipend by funding agencies	Minimum-equivalent of 8th grade education	Includes initial service (orientation) and after-service training sessions	Assists with monitorial and clerical tasks

*School Aide - Eligible for assistant position but is not included in the Career Ladder System because this title is governed by already existing Union contracts and Civil Service classifications.

**Projected titles, not yet approved, and not designed to go into the Civil Service classification, but rather into the Pedagogical classification.